

Coeur d'Alene School District & Project CDA AYP Proficiency Summary

	ISAT Reading	ISAT Math	3 rd Indicator Graduation Rate
2004-2005	AP State Goal: 72% Project: 70.59% District: 89%	AP State Goal: 60% Project: 29.41% District: 83.16%	Project: 47.37% District: 80.71%
2005-2006	AP State Goal: 72% Project: 85.11% District: 90%	AP State Goal: 60% Project: 31.91% District: 88.06%	Project: 59.57% District: 83.72 %
2006-2007	AP State Goal: 78% Project: 74.11% District: 85%	AP State Goal: 70% Project: 33.04% District: 82.42%	Project: 54.17% District: 84.66%
2007-2008	AP State Goal: 78% Project: 75% District: 90%	AP State Goal: 70% Project: 42.31% District: 85.09%	Project: 36.08% District: 81.52 %

**Idaho Building Capacity Project
Coeur d'Alene School District/Project CDA Application
October 12, 2008**

Part I: Project CDA Principal/Leadership Team

Mission/Vision Statement: Project CDA provides an alternative environment for student achievement. We believe all students can achieve success through relevant instruction, clear expectations, and unconditional support.

1. **AYP History:** Since the inception of No Child Left Behind (NCLB) Project CDA has struggled to meet AYP goals. As an alternative school for 7th – 12th graders drawing its population from students who were not successful in the traditional school setting, many students are drastically behind academically, socially, and emotionally. As indicated in the attached chart of performance, through the years Project CDA has shown slight improvement but has never been able to accelerate the growth of their student body in a manner to meet AYP standards. Over time, various improvement plans have been designed and implemented to support increased proficiency with minimal success.

Challenges: Challenges are all encompassing. With the continuing gap between school proficiency and state goals in combination with an ever transient population achieving state goals seems unobtainable. In addition, staff morale is on the decline due to lack of success the implemented action plans have produced.

Changes: Title reading has best supported its students. The program has expanded to assessing all students in the school and analyzing results as a staff. ISAT math and Language classes originally designed as a double dip in math and language support for students has not produced desired results due to less doubling exposure and more one time academic support. In 2006-07 a math advisory committee was formed in an attempt to overcome academic obstacles and provide additional support for students. The reading teacher implemented a diagnostic reading program to better identify student literacy and reading needs. While both programs have increased proficiency levels they have not accelerated proficiency levels as needed.

Continued Plans: This year the school has implemented a school wide focus on school improvement. Throughout the summer, a staff group met to analyze data from ISAT, reading assessment, and surveys of staff, students and parents to determine goals in math, reading and student retention to establish goals and an action plan to meet these goals. See attached.

2. **Role of Capacity Builder:** Our hope is that this project will provide the school the technical support and assistance that will guide us in strategies and structure that will build internal capacity and sustainability with our system. He/she will facilitate the work towards improvement of the school and teach us how to continue this work. Through training and guidance the school will develop effective strategies that will reinforce the work of the school towards school improvement

Utilization of Services:

- Weekly meetings with the core planning team
- Observation of classroom practices
- Collaboration with all staff around effective teaching, curricular alignment and mapping of instruction to develop aligned curriculum, assessment and strategies that will accelerate growth towards school-wide proficiency percentages.

3. **Informing staff & response:** Through collaboration and advisory meeting staff is already aware that the possibility of external support exists. Due to the limited successes of previously implemented programs Project CDA staff would welcome the opportunity to participate in the project.

4. **Expected Outcomes:** Project CDA has established specific goals and action plans (see attached) they are working toward for this school year. All realize that it will take hard work over time to put the school on a sustainable course in meeting state proficiency requirements and changing the culture toward true academic success for all students. They are committed to this work and only hope support will assist them in this task.

5. **Selection in the project:** As an alternative school with many challenges that at this time are barriers in meeting AYP, the administration and staff are committed to the implementation of an improvement plan that will be successful. The need for support in facilitating the work is apparent and welcomed.

Project CDA School Improvement Goals

2008-2009

Goals must be reasonable, achievable, measurable, and have a timeline.

GOAL I:

By June 2009, Project CDA will provide a higher quality, supportive learning environment with focus on student engagement and connectivity as measured by:

- *An increase in student attendance by 20%.*
- *An increase in the graduation rate from 36% to 50%.*

ACTION PLANS*:

1. Student Advisory

Ideas generated included formation of a "student advisory" with representation from each grade level, focusing on students' cultural heritage, opportunity to dialogue in small groups, leadership training for 11th/12th graders, ownership within the classroom (Lex' input of constitutional rights).

2. Unstructured Time Activities

Examples would be after school clubs, activities, sports, etc.; team-building activities with follow-up (ex.: low ropes/challenge course), Why Try? Program for 9th graders.

3. Graduate "Mentors"

Establishment of a "mentor" database of former Project CDA graduates who volunteer to mentor current students.

** It was general agreement that adult staff who role model RESPECT to others while at school is a common factor in each of the above action plans, serving to support a "supportive learning environment".*

GOAL II:

By June 2009, Project CDA will increase the percent of students' proficient on the Spring 2009 ISAT:

- *In reading from 75% to 80%*
- *In math from 42% to 50%.*

ACTION PLANS:

1. Incentives

Incentives for proficient scores (with the input of the student advisory); some ideas were gift cards/certificates, open campus for grades 11-12.

2. Tutoring

Exploring available resources, including student volunteers from North Idaho College (NIC) or the Retired Senior Volunteer Program (RSVP), using the Project CDA paraprofessionals for one-on-one assistance, and securing volunteers as indicated on the "Parents as Partners" survey.

3. Curriculum, Instruction, Assessment

Exploring the curriculum, reviewing how instruction is delivered, and what assessments are used. A math coach, hired by the District Office, will be available to Project CDA math instructors. Other ideas generated included: faster assessments, team teaching, literacy training team to train Project staff, and implementation into curriculum issues and framework.

GOAL III:

By June 2009, Project CDA will increase the parent/community involvement as measured by

- *Increases in student attendance by 20%.*
- *Increase the graduation rate by 15%.*
- *Establish baseline data on parent/community participation.*

ACTION PLANS:

1. Community Connections

Identify students volunteering in the community, inform Janet Feiler at the District Office for promotional purposes, Phyllis' 6th period class "Project Heart".

2. Parent Connections

To encourage and support parent involvement through student buy-in. Ideas brought up included: "Bring Parent to School" day, providing food for events (Open House, etc.), incentives for parent attendance at school events (ex.: Renaissance card, gift certificates, lanyards, etc.), utilize parent volunteers from the "Parents as Partners" survey, and basically incorporating student assistance in serving, preparing, and planning for school events.

3. Wednesday Meetings

To increase positive contact with parents by identifying students at the weekly "Student Concern" staff meeting who are deserving of an "atta girl/boy" phone call/contact from school.

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Part II: Superintendent/District Leadership Team

Mission/Vision Statement:... Our mission is to provide every student an academically excellent education as defined areas of Improving Student Achievement, Ensuring Safe, Caring Climate, and Increasing Quality Programs.

1. **AYP History:** The Coeur d'Alene School District has continually monitored and adjusted in areas of need in meeting and exceeding academic expectation as identified by the State AYP Goals. Where weaknesses exist, support in the form of training and resources have been provided. Through Teachers of Special Assignment, Academic Coaches and continual professional development the proficiency levels have always exceeded State levels but success have not consistently seen upward movement. Overtime, District results have seen success but there are still pockets needing additional support. See attached summary.

District Success: Until 2006-2007, the Coeur d'Alene School District was moving in the right direction as measured by state assessments. That year saw some rather dramatic declines in AYP Proficiency scores. Growth is now back on track partially due to changes made across the District.

Changes Made to Meet Challenges: Extensive Literacy training and redesign of the Language Arts/Reading Programs at the elementary level have initially shown success with the expectation of continued success in years to come. The District is implementing a similar program at the secondary level with training for all staff beginning this year. A Math Coach who is working on a pilot that encompasses support at selected schools at each level has been added this year. Throughout the year, the programs will be evaluated and adjusted.

Continued Plans: The Secondary Literacy Initiative will continue training of middle and high school staff over a three year period. Elementary Literacy has now in district staff trained to assure the continued training and support as new staff joins the District. Further implementation and training for teachers in the area of math are planned for the near future. There exists a continued analysis of the graduation rates and the programs and setting that have been established to provide choice for students in meeting graduation requirements.

2. **Role of Capacity Builder:** The District believes that this project will provide the school the technical support and assistance that will guide them in strategies and structure that will build internal capacity and sustainability within the school and the entire system. He/she will facilitate the work towards improvement of the school and teach us how to continue and expand this work throughout the District. Through training and guidance the school and the District will develop effective strategies that will reinforce the work of the entire District towards school improvement

Utilization of Services: Through collaborative work and teaming with the Director of Secondary Education in the following:

- Weekly meetings with the core planning team
- Observation of classroom practices
- Collaboration with all staff around effective teaching, curricular alignment and mapping of instruction to develop aligned curriculum, assessment and strategies that will accelerate growth towards school-wide proficiency percentages

the District will gain insight into additional supports that can be utilized across the District in support of school needing assistance.

3. **District Office Support at the School Level:** Coeur d'Alene School District is committed to provide personnel, training and materials that are identified to support this project with Project CDA. The Director of Secondary Education will work closely with the School Improvement Team and the Capacity Builder to implement and support the identified strategies, structure and changes that will need to be made.

4. **Expected Outcomes:** Over time, the District would like to see a foundation created that will sustain academic, social and emotional growth in the students of Project CDA and a stronger support staff that can assist students in meeting and exceeding to academic goals established the NCLB as well as provide the education and training to graduate a literate and numerate student population who will be able to be productive citizens.

5. ***Selection in the Project:*** While the District has continually implemented programs, training, and support for schools in improvement programs, the efforts have been less than successful in the alternative setting. The goal is to pursue all avenues of support for academic growth across the District. By working hand in hand with the Capacity Builder for this project, support of this and other programs should become more effective.

PART III: Required Application Signatures

James Ferguson
Principal

10/22/08
Date

Hayl E. Bauman
Superintendent

10/22/08
Date

Edith M. Brooks
School Board Chairman

10/22/08
Date

PART IV: Performance Agreement

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.

FAXED
10-23-08

The District agrees to:

- Spend the entirety of the IBC grant award (\$38,000) in contracted services with an approved IBC provider.
- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Provide a plan as to how the local School Board will be engaged in the IBC project.
- Support principal(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC project as a high priority of the district.
- Appoint a district project contact that will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support the administration of the required staff survey from CEE and the optional student and parent surveys from CEE.

Stacy E. Bowman

Superintendent

10/22/08

Date

Edith M. Brooks

Chairman of the School Board

10/22/08

Date

Rose Astorgui

District Leadership Team*

10/22/08

Date

The School agrees to:

- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Lead change that will result in increased student achievement.
- Establish the IBC as a high priority of the school.
- Promote staff participation in IBC activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) and the optional student and parent surveys from CEE by the end of January (surveys will be provided through the Regional Support Centers).

James Ferguson

Principal

10/22/08

Date

Rose Astorgui

School Leadership Team*

10/22/08

Date

* Signature Not Required